



**THE INFLUENCE OF THE LEARNING STYLE
TOWARDS THE ENGLISH ACHIEVEMENT
OF ELEVENTH GRADERS OF SMA N 1 MAYONG
IN THE ACADEMIC YEAR 2015/2016**

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**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2016**



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SKRIPSI
Presented to Muria Kudus University
in Partial Fulfillment of the Requirements for Completing
the Sarjana Program in English Education

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MOTTO AND DEDICATION

Motto:

- Do something with sincerity
- Everything needs process, do not think to do something instantly
- Never give up

Dedication:

This skripsi is dedicated to:

- Her beloved parents, Mr. Supandi and Mrs. Endang Qomariyatun, thanks for your support and struggle
- Her beloved brothers, Syahril M yusuf and M. Afif, cutest sibling ever after
- Her friends at ESA UMK, so memorable in passing happiness and sadness with you
- Her beloved best friend, thanks for being her best friend for long time and give big support
- All people who support her in doing this skripsi

ADVISORS' APPROVAL

This is to certify that the skripsi of Vinni Alfiyatus Sa'diyah (2012-32-117) has been approved by the skripsi advisors for further approval by the Examining Committee.

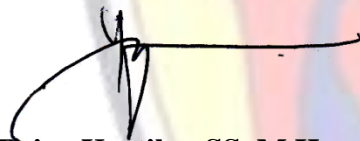
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Advisor I



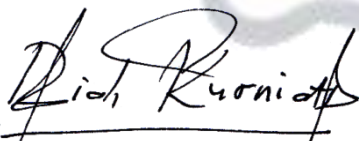
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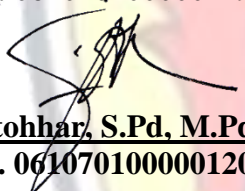
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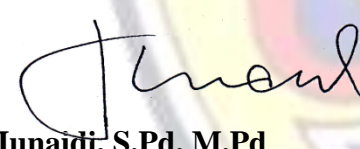
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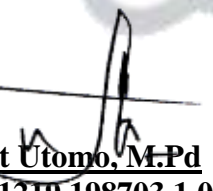
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The researcher realizes that her skripsi is not perfect. She has a great expectation that her research will be beneficial and useful for anyone who interest in reading this skripsi.

Kudus, 2016

Researcher

Vinni Alfiyatus Sa'diyah

201232117

ABSTRACT

Sa'diyah, Vinni Alfiyatus. 2016. *The Influence of the Learning Style towards the English Achievement of Eleventh Graders of SMA N 1 Mayong in the Academic Year 2015/2016*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (1) Dra. Sri Endang Kusmaryati, M.Pd (2) Fajar Kartika, SS, M.Hum.

Key words: Learning Style, English achievements

Learning Style is a way of students to learn something, takes the information and understands the English subjects in the classroom. The students should know their own learning style because it can improve their academic achievements and master four skills in English including. In SMA N 1 Mayong, there were many students of eleventh graders who still had to take the remedial test because they didn't pass the passing grade or KKM (*Kriteria Ketuntasan Minimum*).

Based on the statement of the problem, the main objectives of the research are as follows; (1) to find out the English achievements of the eleventh graders of SMA N 1 Mayong in the academic year 2015/2016 with the visual learning style, (2) to find out the English achievements of the eleventh graders of SMA N 1 Mayong in the academic year 2015/2016 with the auditory learning style, and (3) to find out whether there is any significant difference of the English achievements between the visual and the auditory learning style of eleventh graders of SMA N 1 Mayong in the academic year 2015/2016.

This research is a quantitative research. The design of the research is causal-comparative design. The population of this research is the eleventh graders of SMA N 1 Mayong in the academic year 2015/2016 and took 80 students; 5 students who had visual, and 5 students who had auditory learning style as the Sample. The researcher used propositional purposive sampling as the sampling technique. The instrument in this research is questionnaires and documentations.

The result of this research shows that the mean score of the English achievements of the eleventh graders of SMA N 1 Mayong in the academic year 2015/2016 with the visual learning style is **60.57** and The mean score of the English achievements of the eleventh graders of SMA N 1 Mayong in the academic year 2015/2016 with the auditory learning style is **60.1**. They are categorized in **Moderate academic achievement**.

Based on the result, the researcher concludes that there is no significant difference of the English achievement between the visual and the auditory learning style of eleventh graders of SMA N 1 Mayong in the academic year 2015/2016. So, the English teachers should consider not only their students learning style but also the other factors such as the internal and external factors that influence the English achievements of the eleventh graders of SMA N 1 Mayong in the academic year 2015/2016.

ABSTRAKSI

Sa'diyah, Vinni Alfiyatus. 2016. *Pengaruh Cara Belajar terhadap Prestasi Bahasa Inggris dari Siswa Kelas Sebelas SMA N 1 Mayong pada Tahun Ajaran 2015/2016*. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Dosen Pembimbing: (1) Dra. Sri Endang Kusmaryati, M.Pd (2) Fajar Kartika, SS, M.Hum.

Kata Kunci: Cara Belajar, Prestasi Bahasa Inggris

Cara belajar adalah sebuah cara siswa untuk mempelajari sesuatu, mengambil informasi dan memahami pelajaran bahasa inggris in kelas. Siswa harus mengetahui cara belajar mereka sendiri karena itu dapat meningkatkan prestasi akademik mereka dan menguasai empat keahlian dalam bahasa inggris. Di SMA N 1 Mayong, ada banyak siswa kelas sebelas yang harus mengikuti tes remidi karena mereka tidak melampaui KKM (*Kriteria Ketuntasan Minimum*).

Berdasarkan rumusan masalah, tujuan utama dari penelitian ini adalah sebagai berikut; (1) untuk menemukan prestasi bahasa inggris dari siswa kelas sebelas SMA N 1 Mayong yang menggunakan gaya belajar secara visual, (2) untuk menemukan prestasi bahasa inggris dari siswa kelas sebelas SMA N 1 Mayong yang menggunakan gaya belajar secara auditory, dan (3) untuk menemukan apakah ada perbedaan yang mencolok dari prestasi bahasa inggris antara cara belajar visual dan auditory dari siswa kelas sebelas SMA N 1 Mayong pada tahun ajaran 2015/2016.

Penelitian ini adalah sebuah penelitian kuantitatif. Tipe penelitian ini adalah kausal-komparatif. Populasi dari penelitian ini adalah semua siswa kelas sebelas SMA N 1 Mayong pada tahun ajaran 2015/2016, dan diambil 80 siswa, 5 siswa yang belajar secara visual dan 5 siswa yang belajar secara auditori sebagai contoh penelitian. Peneliti menggunakan teknik propositional purposive sampling dalam mengambil contoh populasi. Alat yang digunakan untuk mengambil data dalam penelitian ini adalah kuesioner dan dokumen.

Hasil dari penelitian ini menunjukkan bahwa rata-rata nilai bahasa inggris kelas sebelas SMA N 1 Mayong pada tahun ajaran 2015/2016 yang menggunakan gaya belajar secara visual adalah **60.57** dan rata-rata nilai bahasa inggris kelas sebelas SMA N 1 Mayong pada tahun ajaran 2015/2016 yang menggunakan gaya belajar secara auditori adalah **60.1**. Mereka dikategorikan dalam **prestasi akademik sedang**.

Berdasarkan dari hasil yang didapatkan, peneliti menyimpulkan bahwa tidak ada perbedaan yang mencolok dari prestasi bahasa inggris antara cara belajar visual dan auditory dari siswa kelas sebelas SMA N 1 Mayong pada tahun ajaran 2015/2016. Jadi guru bahasa inggris harus mempertimbangkan tidak hanya cara belajar siswa mereka tapi juga factor-faktor yang lain seperti faktor internal dan eksternal yang mempengaruhi prestasi bahasa inggris dari siswa kelas sebelas SMA N 1 Mayong di tahun ajaran 2015/2016 .

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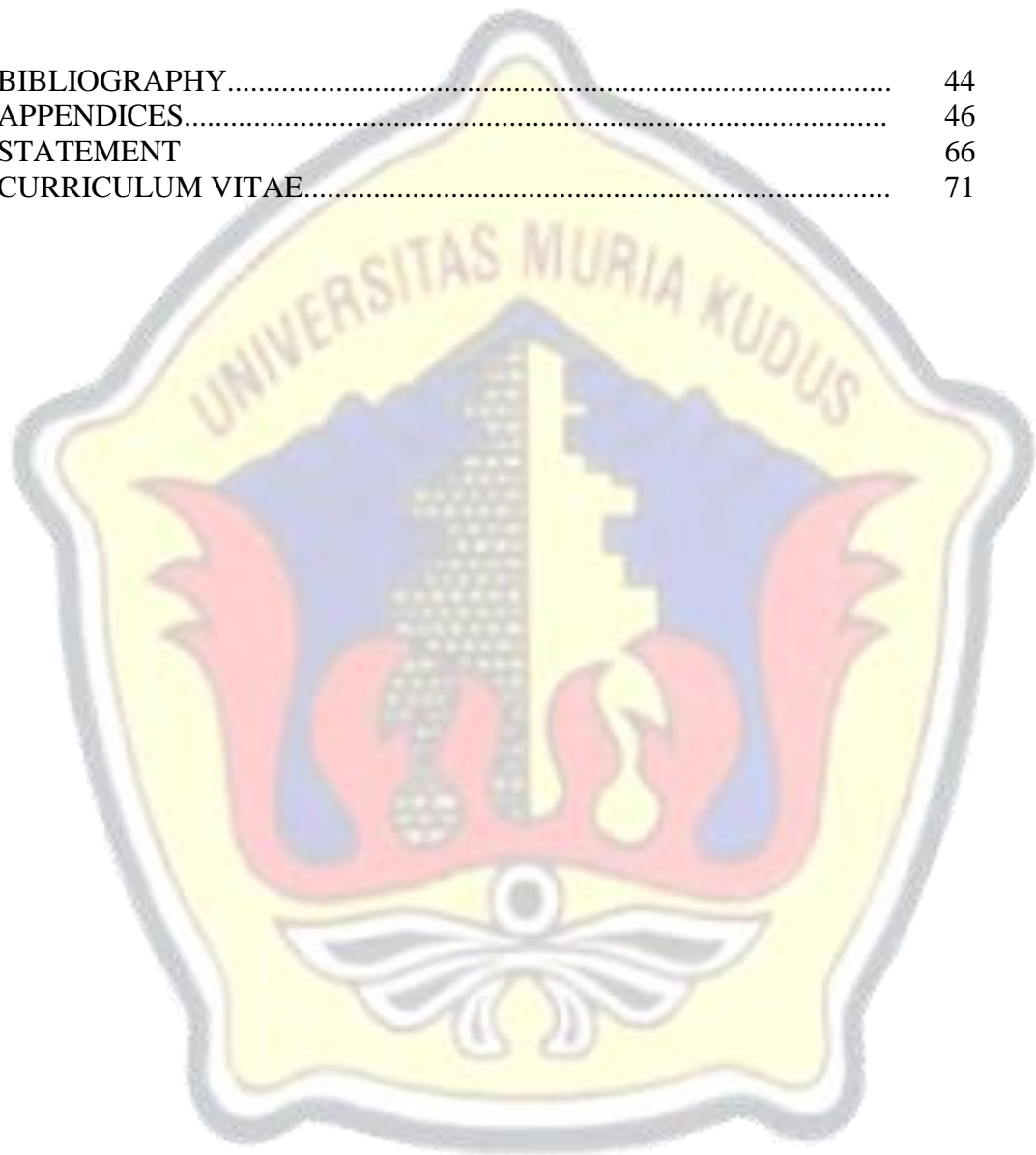
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